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ABSTRACT

The Project Parents: Awareness, Education, Involvement Program is an educational program which is conducted by the New York City Schools and involves 144 parents with children in elementary level bilingual education programs or eligible for such programs. While the focus of the program is on parents, its goal is the enhanced educational achievement of the children. Through a structured program of classes, workshops, and technical assistance, as well as a variety of participatory experiences, parents receive instruction in English as a second language, preparation for the General Equivalency Diploma, and lessons in effective communication. Also emphasized in the program are staff and curriculum development. Assessment of the program in its second year shows that (1) the project is received positively by school administrators and other staff members; (2) the program seems conceptually well-grounded, genuinely innovational, and potentially able to address the unmet needs for participation, training, and support among parents of bilingual children, with great success; (3) classroom sessions and workshops are well structured; (4) staff members function at a high level of professionalism; and (5) the parental participation component of the program is highly successful. Suggestions for full implementation, instructional materials, and other workshop evaluation materials are included in this report. (AOS)

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O.E.E. Evaluation Report

February, 1983

Grant Number: G00-800-7040

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

1981-1982

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Program Parents: Awareness, Education, Involvement Program
New York City Public Schools
Office of Bilingual Education

Central Office:	Center for Staff Development, Supportive and Instructional Services 131 Livingston Street Brooklyn, New York 11201
Center Director:	Angela Rosario Bazley
Project Director:	Clara Lluberes Ostrowski
Participating Districts:	2 Actual/4 Projected
Number of Sites:	4 Actual/9 Projected
Target Languages:	Actual: Spanish, French/Creole Projected: Spanish, French/Creole, Italian, Greek, Chinese
Target Population:	144 Actual/455 Projected
Year of Funding:	Second of a Three-Year Cycle

I. THE CONTEXT OF THE PROGRAM

OVERVIEW

Project Parents is a program of education and involvement for parents with children in elementary level bilingual education programs, or eligible for such programs. The focus of the project is on the parents; however its ultimate goal is the enhanced educational achievement of the children. The literature suggests that parents' involvement in their children's education is correlated with increased student achievement, especially in the early grades and that

> ...when parents are involved in the process of education, their children are likely to do better in school. Achievement on the part of students may be related to the increased sense of control the child feels over his own destiny when he sees his parents actively involved in his school. Very important for this achievement of

> students is the heightened community integrity and ethnic group self-esteem which can be enhanced through parent and community groups effecting changes in educational programs.*

However, until Project Parents was funded in 1980-1981, the need for a city-wide program designed to focus specifically on parent participation as a component of a bilingual approach remained unmet. Moreover, a search conducted at that time by the reference library of Teachers College, Columbia University at the request of the project director found that of the programs for parents nationwide, no program in its entirety addressed parents of language-minority children, who have been historically underserved.

In response to this need, and as an outgrowth of the work of the Staff Development, Supportive and Instructional Services Unit of the New York City Office of Bilingual Education (O.B.E.), Project Parents is intended to build reinforcement of education in the home and to enable and encourage target population parents to participate to the fullest extent, and at all levels of involvement, in their children's schooling. To this end, the project offers parents a structured program of classes, workshops, and technical assistance; a variety of participatory experiences; and staff and curriculum development. Classes and workshops are conducted in the schools which the parents' children attend, although workshops have in some cases been open to a broader group. The parents receive instruction in English as a second language (E.S.L.) and preparation for the General Equivalency Diploma (G.E.D.) examination. They also learn the "School

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*Carol Lopate, Erwin Flaxman, Effie Bynum and Edmund Gordon, "Some Effects of Parent and Community Participation in Public Education," Teachers College, New York, 1969, pp. VI-VII, ERIC ED 027 369. Quoted in the Project Parents Title VII Funding Proposal, p.1.

Survival Language" essential for effective communication within the educational system. Workshops address a broad range of issues relevant to parent participation.

Some of the major themes of the program's approach were touched upon at the end-of-year ceremonies as parents were told, "You parents know more (about the school system) through your involvement in this program, than some teachers do.... You have information about schools and about what you can do to help your children be better students and better citizens." This culminating event, conducted in both English and Spanish, included both prepared speeches and spontaneous comments by parent participants one of whom aptly expressed the cooperative emphasis of Project Parents: "If we work all together, then we can do something."

PARTICIPATING PROGRAM SITES

The program is based at the central Office of Bilingual Education of the New York City Public Schools, in the downtown area of Brooklyn. Initially, four districts were selected from those which responded to a city-wide invitation to participate: Districts 1 and 3 in Manhattan; District 24 in Queens; and District 13 in Brooklyn. These districts are among those in the city with the highest enrollment of limited English proficiency (LEP) children, including especially those who have not been served by Title VII. Specific schools with a representation of the appropriate linguistic populations were then designated by participating district offices; in addition, one non-public school had chosen to take part in Project Parents. However, in the current and prior funding years some designated schools have been unable to participate because of lack

of space for the program or other constraints, and staffing problems have placed further limitations on program implementation. Although this year's objective of having nine sites in four districts could not be met, the existing program sites are representative of city schools and do vary considerably in their characteristics. Those sites at which the program has been fully implemented during 1981-1982 will be described below.

Community School District 1

Community School District 1 in the Lower East Side section of Manhattan was the first site in which the program was implemented. This is a lower income area whose once mainly Jewish and Italian immigrant population has been largely replaced by Hispanic, American black, and Chinese families. Of the limited English proficiency children and their parents served in this district, 100 percent are of low income status and all are Spanish-speaking. The district has the lowest level of reading achievement of all districts in New York City.

The two schools involved are P.S. 142, a new school of innovative circular design, and P.S. 188, an older school only a few blocks away, but in a somewhat better neighborhood environment -- not directly in the shadow of the elevated subway tracks, and with housing in better condition. At P.S. 142 the project has a modern and spacious first floor room not far from the principal's office. At P.S. 188 the classrooms reflect the age of the school, yet the teacher has made her room attractive and welcoming. According to the project staff and the principal of P.S. 142, families face situations typical of the lower socio-economic milieu which are not conducive to fostering parent participation in school

activities. Such family patterns are reported to be much less frequent at P.S. 188. However, neither school has experienced a satisfactory degree of parent participation in the past. P.S. 142 now has a Title VII bilingual program while P.S. 188 has never had one.

Community School District 24

In Community School District 24, including the Elmhurst and Corona sections of Queens, the program is presently implemented at two schools, P.S. 14 and P.S. 143. This district has experienced the largest growth in pupil population of any of the 32 school districts since 1970 and is consequently very overcrowded. A diverse area of primarily working class and lower middle class families, the district has seen a recent influx of Hispanics -- mainly from Central and South America -- Orientals, people from the Indian subcontinent, West Indians, and some Africans. In the area around the schools being served, many families of Greek and some of Italian descent are also represented. However, recently there has been a reduction in Italian-speaking LEP students and parents and an increase in Spanish-speaking LEP students and parents. There has also been a gradual decline in the proportion of American black students at P.S. 143, which was at one time 99 percent black, and a corresponding increase in the proportion of students from Spanish-speaking families. According to project staff, far fewer of the LEP children and parents to be served in this district are of low income status than in District 1. However, family incomes tend to be very modest, and P.S. 143 is a Title I school. There are also fewer single-parent families here, as compared to District

1, and less unemployment. Many fathers find work at nearby La Guardia Airport, as food service employees and in other areas.

Until last year, P.S. 14 had both a Title VII and an Aspira class at each level from kindergarten to grade 5; this year it has only Aspira classes. Children of Greek descent have been able to study their native language and culture at the neighborhood Greek school in classes held after regular school hours. There is also an afterschool Greek culture class held three times a week at P.S. 14, added at the request of parents who were participating in the project. P.S. 143 retains both Aspira and, for the higher-achieving children, Title VII classes.

Parent participation at P.S. 14 has been relatively high, with an active Parents' Association and executive board; however, parents with lower levels of English-language skills have not participated fully, or, in some cases, even minimally. According to the principal, 48 to 49 percent of the school's 1,200 pupils are Hispanic, but there has been only a small Hispanic representation on the executive board. The newly elected board, he stated, would have two such representatives out of a total of ten. He sees Project Parents very positively as a means of involving more Hispanic parents in the life of the school, and says it has already brought in people whom "you would never see."

At P.S. 143 parent participation has been somewhat less than at P.S. 14, especially among bilingual parents. This school is about two-thirds Hispanic, with 603 Hispanic children of a total school population of 916. Of these, 318 are in bilingual classes. Yet, according to the principal, the core group of most active parents, about 10 to 12 people, includes only two or three Hispanics. He characterized some of the bi-

lingual parents as "afraid to ask questions, even to enter the building" despite his intensive efforts to maintain a truly open school, and the hiring of a Hispanic school aide to assist these parents.

P.S. 14 is situated in an attractive open area of modest two-family homes and garden apartments. The classroom itself, reached after a climb to its top floor location, is crowded but light and cheerful, with coffee bubbling in the back of the room, and parents' and children's work neatly displayed next to a calendar showing the current month's activities.

P.S. 143, which is located not far from P.S. 14, is also in a residential area a short walk from shopping. A park and a new medium-rise apartment complex are also nearly. (This park was mentioned as an unsafe area by several people.) Here Project Parents has space in a "temporary" cement block building which has become a permanent annex to the school. On the ground floor, this room is large, bright, and cheerful. A sign on the door says "Welcome/Bienvenidos," and one wall is lined with pictures of smiling women from a variety of backgrounds who are engaged in both traditional and non-traditional work.

II. CHARACTERISTICS OF PROGRAM PARTICIPANTS

Parents of LEP children in grades kindergarten through four have been given priority for participation in Project Parents. Although the original proposal called for participation by parents of children in grades kindergarten through 6, it was felt that families with children in the lower grades would be less likely to have both parents working, and more likely to continue in the project over its three-year span, so that impact could be better assessed. However, many participants also have older children, including those of high school age. Children are defined as being of limited English proficiency if they score at or below the twentieth percentile on the Language Assessment Battery (LAB), or more than one and one half years below grade level on the 1981 New York City Reading Test. Alternatively, those currently participating in a Title VII bilingual program qualify as LEP children.

Parent participants are a self-selected group of persons who are motivated to improve their involvement in their children's education, or at least wish to acquire English-language skills and, perhaps, a high school equivalency diploma. However, their skills and educational backgrounds vary. Almost all are immigrants, some very recently arrived, while others have been here for many years without becoming fluent in English. There are participants who have received as little as a third-grade education in their native country; others are high school graduates, and highly literate in their native language. Some have considerable oral fluency in English, although English-language reading skills levels tend to be low and writing skills negligible. Some are completely without English.

Almost all participants at this time are women, and the majority are Spanish-speaking. Many rarely, if ever, travel beyond the confines of their own neighborhood.

It is also worth noting that some of the parents are very young, only barely beyond their teens, while others are considerably older, including one grandparent who is raising her grandchildren in the absence of their parents. Project staff report that there is often a generational difference in attitudes toward the school system among the parent participants. While older parents may treat teachers and other school officials with great respect and tend to accept their judgments passively, some of the younger parents, especially those who have themselves had negative school experiences, although they want to foster their own children's progress in school, may be very ambivalent toward the school system and the educational process.

Another salient characteristic of this population is that for parents, unlike school-age children, participation in the program is voluntary, and subject to interruption or termination because of a variety of life situations. Thus, while attendance of the enrolled group tends to be excellent, parents drop in and out of the program -- or leave permanently -- with great frequency, as family problems, financial pressures which force a participant to take a job, a visit to the native country, the birth of a new child, or other factors come into play. Some parents can attend only if they bring one of their children, or even a child they are minding, to class. To its credit, the program successfully accommodates this need. Parents also can come a bit late or leave a bit early with ease if circumstances make this necessary. Some parents experience the

high incidence of health problems common in lower income areas, and this too hinders their ability to participate consistently. For example, several project participants have been troubled by severe asthma, and have had to bring their inhalators to class.

In general, parents at the sites where the program has been in operation for a longer period of time are relatively more advanced academically.

III. PROGRAM DESCRIPTION

PROGRAM STAFFING

In addition to their administrative and other duties, central staff members provide services directly to the program participants both centrally and in the participating schools. In addition, two teachers, one school neighborhood worker, and two paraprofessionals paid by Title VII currently support the instructional process at the four sites at which the program is fully implemented and participate in staff activities at the central location one day each week. The program is supported by one bilingual secretary.

The Title VII staff positions and responsibilities are shown in Table 1, below.

TABLE 1

Title VII Program Staff: Responsibilities and Scheduling

Program Director (1) Directs all program activities/establishes priorities. Supervises all personnel. Plans for staff training and development. Develops and refines evaluation strategy. Maintains liaison with superintendents, supervisors, and principals, O.B.E., city agencies, etc. Conducts workshops for parents. Maintains awareness of relevant research and action projects through attendance at conferences, etc. Responds to telephone requests from parents with major problems.	At central site: 3 days In field: 2 days Note: This schedule may vary from week to week. The director fulfills a dual unit head/program director role, but 100 percent of her time is spent on program-related activities.
Resource Specialist/Assistant Director (1) Coordinates implementation of program activities. Assists in staff hiring, training, and development.	At central site: 2 days In field: 3 days

TABLE 1 (continued)

Conducts workshops for parents.
Acquires and reviews materials for resource center.
Has responsibility for budget implementation and accounting.
Replaces director at meetings and other functions when necessary.
Replaces teacher if absent.
Responds to telephone requests from parents.

Note: This schedule may vary from week to week.

Resource Teachers (2)
Selects and obtains appropriate instructional materials. Develops additional materials and testing instruments as needed.
Provides classroom instruction to students, evaluates their progress.
Plans and participates in trips and other special activities.
May conduct parent workshops together with director or assistant director.
Supervises work of assigned paraprofessional.

Within district: Two days at each site
At central site: 1 day

Note: Teachers are required to clock out at the central site on a daily basis by New York City auditors assigned to the Board of Education.

School Neighborhood Worker (1)
Conducts workshops for parents.
Translates materials and handouts into the native language of parents.
Accompanies parents on trips, conferences, and other out-of-school meetings.
Assists resource teacher at school site.
Maintains photography equipment and audio-visual materials for program.
Assists assistant director in mailings, printings, duplication of material, information for staff, parents, and school districts.
Represents parents on committees for conferences, provides liaison between program and Haitian community.

Paraprofessionals (2)
One is assigned to the districts where she assists the teacher: corrects homework, works with parent participants on an individual basis and takes attendance. She participates in trips and special activities.

Within district: Two days at each site
At central site: 1 day

TABLE 1 (continued)

The second paraprofessional is presently assigned to the central site and assists at the other sites as necessary.

Bilingual Secretary (1)
Performs secretarial and clerical functions including production of materials, correspondence, time-sheets processing, etc. — At central site: 5 days

PROGRAM IMPLEMENTATION

Although 1981-1982 was the second year of the program, implementation problems continued to be a focus of staff concern. After the initial process last year of identifying additional participating sites, staff members of Project Parents corresponded and met this year with superintendents in Districts 3 and 13, principals of schools, and other school staff on various occasions in order to introduce the program, and to explain the services to be offered. The first contact with District 13 schools was made in November, 1981. According to the program director, however, the full functioning of the program as proposed for this year has been delayed due to multiple factors, especially problems of identifying appropriate staff at the salary levels funded, and space problems which arose at anticipated sites.

At present, the program has been implemented at four sites in two districts, as described above. At P.S. 143 in District 24, the program was not fully implemented until January, 1982. Plans to implement a Chinese language component in District 1 have been deferred until 1982-1983, although some preliminary work has been done in conjunction with an O.B.E. Asian program specialist. The possibility of using the services

of the Bilingual Education Service Center (B.E.S.C.) staff at Hunter College and C.W. Post College is also being explored. (The B.E.S.C. currently provides technical assistance to Project Parents participants on request.)

In the first year of program operation, workshops were given for a city-wide Title VII audience, and later for parents participating in District 1. This year, workshops have been given for project participants approximately once a month in each school.

Recruitment of parents is done mainly via a letter introducing the program and a bilingual pre-registration form in English and the parents' native language. These are sent home with the children. At P.S. 143, the bilingual coordinator has also actively participated in the outreach effort, especially during home visits, and has had some success. She stated that the actual number who participate are only a small percentage of those who could benefit from the program, and would like to see evening classes as an alternative for parents who hold full-time jobs.

Parents who pre-registered are informed of the date and place of registration. At registration itself, demographic and educational information is recorded. This year, a bilingual program needs assessment was also completed by parents, as well as by school personnel and others. Forms developed by Project Parents for these purposes are included in Appendix A. Next year, intensified efforts at the time of pupil registration are planned, especially to reach parents of the youngest school-age children. The need to reach more parents of the lowest-achieving children is also recognized.

In District 24, an outreach program conducted in the first year of implementation failed to increase registration by Greek-speaking parents. Plans to serve Italian-speaking parents in this district also had to be abandoned because of recent demographic changes and a lack of response from this target group. In general, the implementation process has resulted in a somewhat narrower focus for Project Parents than that of the original proposal, without any change in its basic thrust. For example, instead of grades kindergarten through six, it now concentrates on parents of children in grades kindergarten through four, as indicated in the participant characteristics section above. A number of Greek and Italian parents expressed interest in the program, but were not observed to participate in its activities. Continuing implementation difficulties have meant that the program, as stated above, was only fully implemented in two districts this year instead of four as projected. Finally, the broadbased, city-wide approach of the project's formative stage is no longer appropriate, and a site-based focus has characterized this second year of program operation.

THE INSTRUCTIONAL PROGRAM

The Project Parents instructional program consists of: classroom instruction (E.S.L. and G.E.D. courses), monthly workshops, structured parent/child field trips, and parent conferences. Classes are held twice a week at the participating schools. Workshops are held once or twice a month, and are held in place of a class session. The content of the classes and workshops is closely interrelated. Participating parents may attend either one or both of the classes offered (E.S.L. and G.E.D. preparation) and also attend the workshops. Participation in workshops

only is possible, but since the two classes and the workshop program form a coherent whole, no one has chosen to do this.

E.S.L. classes do not follow a standard curriculum geared to normed tests. Within the classroom, the instruction is as individualized as posssible. Each parent is assessed by diagnostic tests (see Appendix B) to determine the level of preparation. In addition, there is a paraprofessional in each classroom, who works with parent participants on a one-to-one basis, or in small groups. For example, since classes may contain some parents whose native language is not Spanish, the paraprofessional may be explaining English usage or conceptual material to such students in French, while the teacher is using Spanish. Or, the paraprofessional may work quietly with a student who is having particular difficulty with some aspect of the work while the teacher continues the lesson with the others. Students also spontaneously assist one another in these and other ways. They are particularly adept at good-humoredly encouraging the shyer members of the group to "speak English." Mathematics and English language content are taught in an integrated fashion with the organizing focus always being participation by parents in the education and development of their children. Mathematics homework may include a duplicate copy for the children's use, for example.

In one E.S.L. class observed by the evaluator, students read aloud from No Hot Water Tonight. This text by Jean Bodman and Michael Lanzano, portrays ethnically mixed characters, and has an urban survival skills approach and vocabulary which parallels the project's school survival skills concept. The selection concerned a family's decision to shop for new furniture -- thus math was easily incorporated, as well

as a discussion on the pros and cons of using credit. The value of careful questioning of the saleman and confidence in oneself in this situation was also communicated. The entire discussion was in English, except for the teacher's explanation of subtle differences between similar English language words. Students are discouraged from using Spanish even to talk among themselves in project classrooms. When they do, the teacher helps them to find English words to express themselves.

Instruction stresses writing as well as speaking and reading English. This is especially important for younger parents, who may have fairly good English speaking and listening skills, but may be unable to read well, and have great difficulty with writing in either English or their native language. Homework, which is assigned for each meeting, often includes essays or other written exercises, perhaps a note to be written to a child's teacher. Parents are also encouraged to complete weekly written records of activities which they do with their children such as reading, doing homework, or visiting a teacher (see Appendix C).

G.E.D. classes are structured around the material in Preparación Para El Examen de Equivalencia de la Escuela Superior (Arco), placing the greatest stress on the language and mathematics components. Students work alone or in small groups according to their level of progress. Again, as in the E.S.L. classes, instruction is as individualized as posssible.

This year 12 participants are expected to take the G.E.D. examination given in July, and the class as a whole will be encouraged to attempt the examination in September.

In general, the one to two workshops held each month are intended to complement classroom experience, and to allow more focused attention

to particular parent participation issues -- which may be identified either by Project Parents staff or by the parents themselves. Parents are encouraged to suggest topics for future workshops (see Appendix D, Form for Selection of Topics for Parent Workshops.) Some workshop topics this spring included: Bilingual Education; A School District Structure; Parent-Teacher Conferences; Understanding Student Records; Educational Gifts for Children at Christmas; How Parents Can Reinforce Learning in the home; Results of City-Wide Testing; and Parents' Involvement in Their Schools. Workshops are presented bilingually, with materials and discussion in both English and the native language of the audience. Each workshop participant is provided with a printed agenda, and indeed the need for an agenda at meetings itself became a part of the discussion at one workshop, with the agenda read aloud in English by the entire group to reinforce pronunciation and comprehension. At the end of each workshop participants are asked to complete an evaluation form and to offer suggestions. This form and materials for a workshop in Parent Involvement in Education and school are also included in Appendix D.

One workshop observed at P.S. 14 demonstrated instruction which addressed participants' needs on several levels. The subject was sexuality and sex education, its importance in child-rearing, and the parents' role. (This workshop had been requested by parents who had heard the presenter, an associate of the Youth Health Services Program at Columbia Presbyterian Hospital, at the Hispanic Parents' Conference this year.) As the workshop progressed it became evident that some of the women in the group had only the most rudimentary knowledge in this area, and many had never discussed it in a public situation. The lesson thus provided a new set of

vocabulary words (including both English and non-vernacular Spanish language terms); specific knowledge about cross-cultural differences in social behavior relative to sex and sexuality; information about how to apply this new knowledge to improve communication betweeen parents and children and between parents and the schools; and enhanced self-knowledge and self-respect. During this workshop the assistant project director, a young man apparently much liked and respected by the participating parents, assisted in the presentation and was completely accepted in this role by the students.

Field trips are another important component of the program. This year parents have, for example, been to the Board of Education, where they met the Office of Bilingual Education and other staff. With their children they have gone to local libraries so that both parents and children could obtain library cards, to a "floating hospital" docked in New York City, and to Sesame Place, an educational theme park. Such experiences have been an important part of the school survival skills component of the curriculum.

PARTICIPANT INVOLVEMENT IN THE SCHOOLS

Involvement in the schools by the parent participants is a major objective of Project Parents. During 1981-1982, participating parents have involved themselves in the education system in a variety of ways. They have travelled to district, city, state and even national level conferences of bilingual parents and educators, participated in local parent associations, the New York City Parent Advisory Council on Bilingual Education and similar groups, and written letters to school and other officials. (For an example, see Appendix E.) They have

begun, both individually and as a group, to ask what project staff call "the critical questions" about the education of their children.

In November, 1981, for example, 80 project participants were among the more than 300 Hispanic parents and their children who attended the third annual Hispanic Parents' Conference on Education held at Long Island University. One of the project participants was the keynote speaker at that conference. She was considered a good role model to present to the conference because of her history of self-training through community work. Parents wrote to Avon Products and received a check for $100 to help defray the cost of bus transportation to the conference, which was chaired by a Project Parents teacher. Project participants also took part in the United Parents Association (U.P.A.) conference in Albany; some were speakers, panelists, or presenters. Forty parents and children were attendees at the New York State Association for Bilingual Education (S.A.B.E.) conference and seven were present at this year's National Association for Bilingual Education (N.A.B.E.) meeting in Detroit. Thirty parents also participated in The New York State Education Department Parent Conference at El Museo del Barrio in New York City. One or more participating parents from three of the four project sites also have or will run for local P.A. offices this year.

More informally, parents within the project have begun to ask questions and receive positive responses in regard to their children's education. One parent's participation resulted in her child's being admitted to a special reading program. In another case parents have been trying to recruit a parent/translator so they can participate in Parents' Association meetings; they have decided that a member of the school staff

is not the best person for this job. Where children's reading scores -- or those of the school as a whole -- are below average, parents now have a better understanding of what this means, and are asking "why?" rather than assuming that there is little that they can do to change things.

In workshop evaluations and end-of-year evaluations, parents have documented their great pride in their ability to help their children through their increased participation in the children's education. A sample of a participant questionnaire is included in Appendix F.

SUPPORTIVE SERVICES

Project Parents is not funded to provide supportive services. However it does provide the following types of assistance:

- --career and higher education related information and informal counseling in conjunction with the G.E.D. preparatory classes;
- --discussion of options regarding local agencies that provide help in dealing with personal and family problems;
- --the opportunity to share everyday problems related to child-rearing and family life in a supportive atmosphere and to receive helpful information and guidance;
- --technical assistance at the central site for parents with specific school-related problems, e.g. the suspension of a child. Parents may call or visit the project director, who is well known to all participants, for this type of help. Assistance is also available for school-related fund-raising or grant-writing activities and the B.E.S.C. provides technical assistance to project participants on request.

MATERIALS ACQUISITION AND DEVELOPMENT

This year the project staff continued to work toward the acquisition, evaluation, and selection of appropriate materials for the project's parent population. In some cases it was necessary to create or translate

instructional materials; much effort went into the development of workshop materials in particular.

Since Project Parents does not follow a conventional E.S.L. curriculum, but integrates E.S.L., some mathematics skills, school survival concepts, and technical assistance information into a curriculum uniquely structured to enable and encourage parents' participation in the education of their children, materials provided for parent participants include a wide variety of publications. Among these are journals, monographs, pamphlets, newsletters, and newpaper clippings which are displayed and/or distributed in the classrooms, as well as the more conventional texts and workbooks. For example, after a workshop discussion of the new system of promotional "gates," literature on this topic, in both English and the native language of participants, was placed in the back of the room. Workshop materials are normally developed and/or translated by Project Parents staff.

It is considered specially important that materials be excellent, current, and relevant to the urban experience of the parent population. An effort has been made to ensure, for example, that materials will reflect the socioeconomic range and environment of the community in which they are used. Thus the texts No Hot Water Tonight, mentioned above and No Cold Water, Either, also by Bodman and Lanzano, were selected for schools on the Lower East Side of Manhattan, but were not used in Queens, which is not an inner-city area. Another text in use this and last year, Repaso Matemático by Edwin I. Stein, has an attractive side-by side Spanish-English format.

Staff have continued to attend educational book fairs, read publishers catalogs, visit such places as "The Teacher's Store," and otherwise remain informed about the latest and best materials for the program. They have also explored the possibility of using cassettes for E.S.L. reinforcement, but so far have not found suitable material in this form.

Texts currently in use include the following:

The English Notebook, Exercises for Mastering the Essential Structures by Richard Yorkey;

Así Escribimos and Ya Escribimos by Alice Arlene Mohrman;

Everyday English, Book 1 and Everyday English, Book 2 by David Krulik and Barbara Zaffren;

Preparación Para El Examen de Equivalencia de La Escuela Superior (Arco);

Structured Tasks for Adult Readers, Book 1 and Book 2 by Maxine S. Sheaber and Arthur Newman;

No Hot Water Tonight and No Cold Water, Either by Jean Bodman and Michael Lanzano;

Repaso Matématico Bilingüe by Edwin I. Stein.

Appropriate exercises from several other sources are also used in the classroom.

Staff have done considerable work and maintained contact with a variety of resource centers in order to provide relevant literature to participating parents. Some examples are:

ABC Para Los Padres/ABC's for Parents by United Parents Association of New York City, Inc. (handbook including school district maps and a glossary);

Lists of local school board members;

Copy of the Pupil Cumulative Record used by the New York City Board of Education;

Information about Hostos College (The City University College for bilinguals);

Information about the Bilingual Education Service Center;

Teaching Ideas for Parents to Use with their Children/Ideas Que les Padres Pueden Usar Para Ensenarles a Sus Hijos by Dr. Steve Moreno;

Desarollo Infantil -- Los Padres Como Primeros Maestros (from O.B.E. Native Language Reading Approach Program);

Recetas Para la Lectura en el hogar (from the Native Language Reading Approach Program, also funded by Title VII);

Information on Title VII Bilingual Education Act, Title VII Definition of Bilingual Education, and bilingual program models in the United States;

Information on the Federal Family Educational Rights and Privacy Act;

News for Bilingual Parents a newsletter distributed by Impact Institutes Project P.I.E. (Parent Involvement in Evaluation);

¿Qué Es lo Que Aprenden Nuestros Niños en la Escuela? Ed. Magali Carmenaty (Dist. by the Regional Bilingual Training Resource Center based at the New York City Board of Education);

Manual de los Padres: Los Padres También Pueden Ser Maestros (Parents Can Be Tutors), Dist. by the Center for Latino Education, Florida International University.

Staff has also selected appropriate visual aids for the classroom, including the Instructo Corporation's People at Work, a series of multi-ethnic pictures with a non-sexist approach, which was produced in cooperation with the Women's Action Alliance. Pictures depicting famous Hispanics, and Teaching Resources Large Picture Cards, Set 2, are among other visual aids in use.

At the central site, Project Parents maintains a small resource collection which includes books, a variety of current periodicals of relevance to the program, and materials from other Title VII programs and resource centers. However the project lacks a suitable space in

which these materials can be used; the creation of a small resource area is planned for this summer.

STAFF DEVELOPMENT

Staff development is an ongoing process for Project Parents. Because of the program's innovative nature, frequent staff meetings are particularly important. These are held every week at the central site in order to share experiences, problems and solutions, and relevant strategies and materials. All staff members agree on the value of these meetings and the flexible exchange of teacher/learner roles which occurs. In this context, those joining the project team are thoroughly oriented to both the project and their role within it before actually beginning their work, and staff continue to grow within their respective functions.

An important staff developmental activity occurred during the summer preceding this second year of operation, when Project Parents co-sponsored with the Fordham University Graduate School of Education an Institute on "Strategies for Teaching Adults." This institute provided participants with a variety of strategies, methods, and techniques for instructing parents in specified New York City environments. One major focus was on cognitive development in the adult life span; another was the relation of adult cognitive levels to complementary teaching/instructional methods -- specifically those effective in training and academic workshops, technical assistance to individual and small groups of parents and informal information sessions. Selections from the work of Malcolm Knowles, Cyril Houle, and Paolo Freire were part of the Institute curriculum. This year two staff members will participate in an intensive summer reading institute

at Fordham University. This is a two-week, 9:00 to 4:00 program which provides the equivalent of a semester's work.

In addition to the above activities, staff organized and otherwise participated in a variety of professional activities, and were enrolled in graduate degree programs as follows:

Workshops:	New York State Parent workshop; New York Public Library workshop; B.E.S.C. E.S.L. workshop; District 4 conference workshop;
Meetings:	Weekly Parents staff meetings; P.A.C. meetings; O.B.E. staff meetings;
Conferences:	S.A.B.E. conference; N.A.B.E. conference; U.P.A. conference; Hispanic Parents conference on education; mini-conferences for Greek, Haitian, and Chinese parents;
Degree Programs:	Hofstra B.A. program in bilingual education - one paraprofessional who left in February to fulfill student teaching requirement; Brooklyn College B.A. program - another paraprofessional has completed all but 12 credits; M.A. program at Fordham University - one resource teacher is completing work for her M.A. degree.

IV. FINDINGS

This section presents an analysis of data on participating parents and students. The data will be presented in two sections: parent data and student data.

PARENT DATA

Table 2 presents the distribution of parents and students served by the program across schools. It is evident that more data were provided on parents than students, particularly at P.S. 14.

Table 3 presents attendance data for parents who attended E.S.L. and G.E.D. classes during the 1981-82 school year by site. The data indicate that parents were attending more E.S.L. classes than G.E.D. classes. All sites reported that more than 50 percent of parents who utilized program services attended more than 15 days each. Given that classes were held twice a week, this would indicate that parents attended an average of two or more months of class.

Table 4 presents attendance data for workshops, conferences, and parent/child trips across schools. It can be seen that workshops were more heavily attended than either conferences or parent/child trips. Approximately 35 to 91 percent of the parents attended two or more workshops while the corresponding attendance rates for conferences and parent/child trips ranged from zero to 38 percent.

All parents for whom data sheets were submitted were female. Collectively, the data indicate good parent involvement, especially when one considers the large number of responsibilities borne by a mother in raising a family in the New York City area.

STUDENT DATA

It was not possible to assess the impact of Project Parents on student achievement as originally proposed due to the lack of available comparison data. Therefore, a correlated t-test model was applied to students' pre- and post-test scores in order to measure the degree of gain.

Table 5 presents data on student performance on the California Achievement Test (CAT) by grade across schools. No data were available for kindergarten or first grade students, as these are not tested with the CAT. The amount of missing data seems to be inversely related to grade. All students with available data evidenced statistically significant gains on the CAT. The last column of Table 5 presents an effect size (E.S.) which expresses the magnitude of student gains in pooled within standard deviation units. The effect size across grades ranged from 0.65-1.15. Effect sizes of this magnitude are considered extremely large and reflect highly meaningful student gains. It is also interesting to note that students' pre-test scores (expressed in grade-equivalents) are not much lower than one would expect in an English-speaking population.

Table 6 presents data on student performance on the Stanford Diagnostic Mathematics Test. Again, no data were available for kindergarten or first-grade students. Across grades two through six the number of students with missing data ranged from 17 to 73 percent.

Due to the small number of students with available data, not all of the observed gains are statistically significant at the traditional 0.05 level. However, examination of the effect sizes (which can be found in the last column of Table 6) indicate highly meaningful

gains. These gains ranged from 0.71 to 1.33 pooled within standard deviation units. Again it is obvious that students' pre-test scores are not far below what one would expect in an English-speaking population.

Table 7 presents data on student performance on the English version of the Language Assessment Battery (LAB). Students who score above the twentieth percentile on the pre-test are not routinely retested later on in the year. Across grade levels, 30 students (constituting 25 percent of the 120 students served by the program) scored higher than twentieth percentile on the LAB pre-test.

The number of students with missing data ranged from five to 78 percent across grade levels. As noted earlier, the small number of students with available data accounts for the lack of statistically significant gains at the 0.05 level. However, once again the effect sizes observed across grades ranged from 0.72 to 1.19 pooled within standard deviation units. This indicates that highly meaningful gains were observed despite the lack of statistical significance.

TABLE 2

Distribution of Parents and Students by School

School	Number of Parents	Number of Students
P.S. 14	61	37
P.S. 142	23	28
P.S. 143	26	19
P.S. 188	34	36
TOTAL	144	120

TABLE 3

Parents' Attendance at E.S.L. and G.E.D. Classes, by School

School	Number of Parents	E.S.L. Attendance* Mean	(sd)	Percent Missing Data	Percent Present more than 14 days	GED Attendance* Mean	(sd)	Percent Missing Data	Percent Present more than 14 days
P.S. 14	61	22.9	(15.9)	13	62	12.0	(8.9)	59	72
P.S. 142	23	39.4	(18.8)	13	83	32.3	(17.6)	39	83
P.S. 143	26	11.8	(8.2)	23	54	7.9	(7.7)	46	62
P.S. 188	34	47.7	(16.2)	12	88	43.5	(17.3)	24	94

*Attendance data are reported as number of days attended.

TABLE 4

Parents' Attendance Data for Workshops, Conferences and Parent/Child Trips, by School

School	Number of Parents	Number of Workshops Attended Mean (sd)	Percent Missing Data	Percent 2 Workshops or more	Number of Conferences Attended Mean (sd)	Percent Missing Data	Percent 2 Conferences or More	Number Parent/Child Trips Mean (sd)	Percent Missing Data	Percent 2 Parent/Child Trips or More
P.S. 14	61	2.7 (2.2)	8	52	0.69 (1.2)	26	11	0.72 (0.90)	25	16
P.S. 142	23	4.0 (2.7)	0	70	1.2 (1.3)	0	26	1.2 (1.3)	0	22
P.S. 143	26	1.5 (1.2)	8	35	0.0 (0.0)	12	0	0.17 (0.38)	12	0
P.S. 188	34	5.6 (2.5)	3	91	0.97 (0.97)	3	24	1.2 (0.99)	3	38

TABLE 5

Pre and Post-Test Scores on the California Achievement Test
by Grade and Across Sites

(Total n = 120)

Grade	N	Percent Missing Data	Pre-Test* Mean (sd)	Post-Test Mean (sd)	Gain Score	t	df	p	ES
Kindergarten	16	100	- -	- -	-	-	-	-	-
1	18	100	- -	- -	-	-	-	-	-
2	26	85	1.65 (0.45)	2.20 (0.32)	.55	1.54	3	NS	1.15
3	20	15	2.13 (0.71)	3.06 (0.77)	.93	3.20	16	.01	1.07
4	18	6	3.52 (0.60)	4.48 (1.01)	.96	3.23	16	.01	1.00
5	9	0	4.40 (1.36)	5.38 (1.43)	.98	2.22	8	.06	0.65
6	13	8	5.03 (0.79)	5.83 (1.14)	.80	2.04	11	.07	0.75

*Grade equivalent scores.

TABLE 6

Pre and Post-Test Scores on the Stanford Diagnostic Mathematics Test by Grade and Across Sites

(Total n = 120)

Grade	N	Percent Missing Data	Pre-Test* Mean (sd)	Post-Test Mean (sd)	Gain Score	t	df	p	ES
Kindergarten	16	100	- -	- -	-	-	-	-	-
1	18	100	- -	- -	-	-	-	-	-
2	26	73	2.00 (0.0)	2.53 (0.42)	0.53	1.93	6	NS	1.33
3	20	30	2.92 (1.01)	3.83 (1.33)	0.91	2.42	16	.05	0.72
4	18	17	3.87 (0.79)	4.75 (0.93)	0.88	3.38	15	.01	0.91
5	9	33	4.65 (0.94)	5.80 (1.94)	1.15	1.62	5	NS	0.71
6	13	23	5.01 (0.99)	6.45 (1.47)	1.44	2.45	9	.05	0.99

*Grade equivalent scores.

TABLE 7

Pre and Post-Test Scores on the Language Assessment Battery (English Version) by Grade and Across Sites

(Total n = 120)

Grade	N	Percent* Missing Data	Pre-Test** Mean	(sd)	Post-Test Mean	(sd)	Gain Score	t	df	p	ES
Kindergarten	16	5	5.6	(8.10)	36.7	(28.6)	31.1	2.74	12	.02	1.19
1	18	33	5.4	(5.00)	27.7	(24.3)	22.3	2.10	9	.08	1.07
2	26	31	2.1	(1.81)	8.0	(6.12)	5.86	1.91	6	NS	1.09
3	20	35	16.5	(15.0)	29.3	(18.2)	12.8	1.48	3	NS	0.72
4	18	78	16.0	(11.0)	30.3	(20.5)	14.3	1.09	2	NS	0.80
5	9	44	2.0	-	2.0	-	-	-	-	-	-
6	13	69	-	-	-	-	-	-	-	-	-

*Does not include students whose pre-test score was greater than the twentieth percentile.

**Percentile scores.

V. CONCLUSIONS

Last year the conclusions of the evaluator had to be process-oriented due to the late and still incomplete implementation of the program and concomitant absence of empirical data. In this second year of program operation, implementation is still incomplete, although the program is now fully operating at four sites. The implementation process has been a major problem for this project, and its slowness has resulted in a smaller target population and a narrower focus in terms of language groups served. However, implementation has been sensitive and thorough, so that the project has been positively received by school administrators and other staff in each of its sites.

The project seems conceptually well-grounded, genuinely innovational, and potentially able to address the unmet needs for participation, training, and support among parents of bilingual children with great success. It has many strengths, which have been detailed throughout this evaluation report and which will be summarized below. However, in order to achieve the exemplary status which would make the program a resource for the entire bilingual community, the evaluation design and data collection procedures need to be strengthened considerably. It must also be recognized, however, that because this is a very special program in terms of goals, population, and educational strategies, its effectiveness may not always be readily demonstrated by objective measures, and it must be evaluated in as holistic a fashion as possible.

The classroom sessions and workshops observed were well structured in a manner consistent with the aims and goals of the program as stated

in the proposal. In E.S.L. classes in particular, learning occurred in many levels concurrently, with language-related and other types of information being well integrated into the lessons. Because the program does not follow a conventional E.S.L. curriculum, language learning itself may be occuring at a different rate than would otherwise be the case. Better testing procedures are needed to clarify the actual rate of student progress. However, the fact that English-language instruction occurs in a supportive context, and that the parent's own learning is related to the academic progress of their children is an important consideration for project staff.

Staff function at a high level of professionalism. In general, they are well-trained, knowledgeable, enthusiastic, and dedicated to their work within the project. They continue to search for new ideas and better ways of doing things, and have attempted to share what they have learned with others. They are idealistic in the best sense of that word, but also well-equipped to deal with the programmatic aspects of their jobs. As a group, they function very cohesively; communication among the staff members is exceptionally good. Their relationship with parent participants is warm and supportive; the project director spend as much time as possible in the field and knows each participant personally.

The parental participation component of the program has been highly successful. Parent participants are much more knowledgeable and confident, according to their own self-report, than they were before entering the program. Their enthusiasm is high, and they have indeed

participated in a variety of ways and at all levels from home-based activities to national conferences, in the education of their children.

Some typical participant responses include the following:

"It was a very nice idea to make that trip to the library, because now I know where to find what kind of book I want, and if I can't find what I am looking for I know where to ask. Before I didn't know that they have a free program for children and adults and I didn't know about the records. But now I know all that too. We should make more trips like that because it help us to know more." - P.S. 14 Parent

"Yo siempre tenía el temor que quizás no alcance a entender bien los discursos en ingles, pero me senti muy contenta al poder comprobar que comprendía casi todo, y me dió mucho orgullo al imaginarme bilingue."*- N.A.B.E. Participant (P.S. 14)

"Yo no hablo muy bien el idioma inglés. Lo que sé, lo debo al Programa Proyecto Padres y con lo que estoy aprendiendo me envuelvo en las cosas de la escuela, porque así yo sé lo que pasa en la escuela de mis hijos.... con este Programa... he aprendido más sobre mis derechos, en la escuela como padre. Y creo que también mis hijos se benefician y ellos al verme tambien quieran imitarme.... Ahora casi todas las (palabras) que me preguntan se las digo bien y entre ellos se dicen: mami sabe."**- P.S. 188 Parent

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*I always had the fear that maybe I wouldn't be able to understand the speeches in English, but I was very happy to find that I understood almost everything, and it made me very proud to think of myself as bilingual.

**I don't speak English very well. What I know I owe to Project Parents, and with what I'm learning I involve myself in school affairs, because this way I know what goes on in my children's school.... with this program.... I have learned more about my rights in the school as a parent. And I believe that my children benefit also and that they, seeing me (do this) want to imitate me.... Now almost all the (words) that they ask me I tell them well and they say to one another: mom understands.

VI. RECOMMENDATIONS

1. While recognizing the many factors which slowed the implementation process in Project Parents' second year, it is recommended that all possible effort be directed to implementation of the program in the remaining districts as quickly as possible, including selection of personnel for all funded positions. The original conception of the project as serving several language groups should be maintained if possible, but not at the cost of further delays. The scope of work may need to be revised accordingly.

2. Now that the program has developed beyond its formative stage, a more refined and comprehensive evaluation plan is essential. This should address the differential effects of classroom instruction and workshop participation. Such a plan should also link parents to their children, as well as measuring the academic performance of the children as a group, and the parents' academic achievement and participation. Specifically, appropriate pre/post measures of learning need to be selected or designed in the area of E.S.L. The project should design appropriate unit tests of assess the parents' mastery of survival skills as they are taught. Information about parents' education-related activities with their children needs to be collected more systematically and in a form which can yield more usable data; more precise information about parents' attendance is also needed.

3. While recognizing the positive value of bringing parents into the school while it is in session, and the practical difficulties involved in scheduling evening as well as daytime classes and workshops,

it is recommended that its possibility be explored. This would make the program more accessible to families in which both parents work, provide an alternative for participants who have left the program in order to take a job, and make it possible for fathers to participate as well as mothers.

4. The project director has expressed the need for a curriculum specialist, a position which has not been funded. To support the effort of project staff in this area, and to assist in development and/or translation of workshop materials, it is recommended that some of the funds available for consultant fees be used for this purpose. The advantage and disadvantage of moving toward a more conventional E.S.L. curriculum should also be considered in consultation with a curriculum specialist.

5. The extensive use of media, especially tape recorders, might be particularly useful to the project. For example, workshops could be taped so that participants who were unable to attend, or additional family members, could listen to the tapes on another occasion. Tapes could also be used for practice with conversation and pronunciation, and the use of slides might be effective for certain of the workshops and in disseminating the program.

6. A variety of outreach approaches have already been used, but more intensive outreach though community organizations, postering, and so on might help to increase registration. The plan to provide information about the program to parents of children in grades kindergarten and 1 during the school registration period is a good one and project staff should be sure to carry it out. An effort to reach more parents of

low-achieving children is especially important. The project in collaboration with school administration might also attempt to identify and contact specific families who fall into this category.

VII. APPENDICES

BILINGUAL PROGRAM NEEDS ASSESSMENT APPENDIX A

Name: (Nombre) School: (Escuela)

I am a parent, teacher, aide, principal, coordinator, other.
Soy padre/madre, maestra, ayudante, principal, coordinador, u otro.

1. What do you feel is the most important thing for the Bilingual Program in your school to accomplish?
En su opinión, ¿Cuál debe ser el objetivo más importante del programa Bilingue en su escuela?

2. How should this be accomplished?
¿Como se debe llevar esto a cabo?

3. How would you know if it had been accomplished?
¿Como sabría usted si este objetivo se ha realizado?

4. Please list other activities, events, or ideas that you feel the Bilingual Program should consider and indicate when you think these activities should take place.
Favor de indicar otros acontecimientos, actividades o ideas que usted crea el programa Bilingue debe considerar e indique cuando deben llevarsé a cabo estas actividades.

5. If you attended our meetings last year, what parent activities did you especially find informative.
What activities would you like to be involved in this year?
Si usted asistió a reuniones del Comité anteriormente, ¿qué actividades para padres usted encontró especialmente informativas?
¿En cual(es) actividad(es) a usted le gustaría participar este año?

Exhibit - 1

NEEDS ASSESSMENT - PARENTS

School _____ District ___ Child's Age _____ Grade _____ Bilingual Class Yes___ No ___

Language/s spoken in home _____

Knowledge of English (Check which apply) Speak ____ Understand ___ Read ___ Write ___

Have you spoken to and/or met with any of the following persons in your child's school this year?

	No	Spoken to (Briefly)	Met with	How Often?
Principal				
Asst. Principal				
Guidance Counselor				
Classroom Teacher				
Other Teachers				
School Secretary				
Cafeteria Worker				
Other Parents				

How many of the following have you attended this year?

	Yes	No	How Often How Many?
Parent/Teacher Conference Fall			
Parent/Teacher Conference Spring			
PTA/PA Meetings			
School Cultural Activities			
Community School Board Meeting			
Community School Board Voting			
Class/School Trip			
Parent Workshops			

Are you interested in attending classes for parents given in your child's school?
Yes ____ No_____

If Yes, morning ____ afternoon ____ nights _____ Saturday _____

ESL_____ H.S. Equivalency _____ Speaking _____ Writing _____ Reading _____
Native Language Native Language Native Language Native Language

Citizenship Training _____ Other (please specify) _____

Other Comments: _____

Name: _____

Address: _____

Zipcode: _____

Telephone: _____

Clara Ostrowski
Unit Head
Supportive Services
Office of Bilingual Education

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM.

ENGLISH ORAL DIAGNOSTIC EXAM.

1. What is your name?
2. Where do you come from?
3. What is your address?
4. What language do you speak at home?
5. Do you have children? How many? How old are they? Do they go to school?
6. How old are you?
7. How long have you been in the United States?
8. Have you been to school in the United States?
9. When was the last time you attended school?
10. Why do you want to learn English?

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

Name _____ Date _____

E.S.L. _____

WRITING DIAGNOSTIC

Please answer in complete sentences.

1. What is your name?

_____

2. Where are you from?

_____

3. Where do you live?

_____

4. How many children do you have?

_____

5. What are your plans for the coming year?

_____

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

Name _____ E.S.L. _____

Date _____

GRAMMAR DIAGNOSTIC

1. John _____ in the park now.

   a) am b) be c) are d) is

2. _____ aren't new books. They're old books.

   a) That b) This c) These d) It

3. Paul and I _____ in the library now.

   a) study b) are studying c) am studying d) is studying

4. My school is _____ Park Avenue.

   a) on b) in c) at d) to

5. _____ he do his homework every day?

   a) Do b) Does c) Is d) Are

6. Marco _____ English every day.

   a) study b) studies c) studying d) was studied

7. The boys _____ late for school yesterday.

   a) were b) are c) was d) be

8. They _____ to the party last night.

   a) goes b) come c) went d) go

9. _____ did you eat yesterday? At home.

   a) When b) Where c) What d) How

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

Name_____ Date_____

E.S.L._____

IDENTIFY THE FOLLOWING PICTURES

1

_____

2

_____

3

_____

4

_____

5

_____

6

_____

7

_____

8

_____

9

_____

10

_____

NOMBRE _____ FECHA _____

H.S.E.

Project Parents: Awareness, Education, Involvement Program

EXAMEN DIAGNOSTICO

I - Escriba el plural de las siguientes palabras.

1- corazón _____ 4- interés _____

2- joven _____ 5- capitán _____

3- imagen _____

II - Escoja los verbos correctos.

1- Una buena colleccion de libros siempre (es, son) de utilidad.

2- El paquete que contenía los valores (fue, fueron) robado ayer por la tarde.

3- Se me (olvidó, olvidaron) los nombres de los profesores.

4- Se (vende, venden) lápices en aquella botica.

5- Todo el mundo (está, están) esperándole.

III - Subraye la palabra correcta. (preposiciones)

1- Este muchacho muestra desprecio (a, por) la ley.

2- Voy (en, a) casa de mis padres.

3- Salieron (en, con) dirección a Washington.

4- Me voy (para, por) siempre.

5- Siéntese (en, a) la mesa.

IV - Coordinación de ideas en la oración.
Escoja la palabra o expresión que mejor coordine esas ideas.

1- Los niños jugaban _____ se divertían.

(pero, como, ya que, y, cuando)

REGLAS DE GRAMATICA

En las oraciones que siguen, póngase los signos de puntuación que convienen, sean puntos, signos de interrogación o de admiración.

1. Nadie estaba allí cuando yo entré

2. Sabe Ud. qué hora es

3. Viva Puerto Rico

4. Qué bonita es la chica

5. Tráigame, por favor, algunos sobres

HISTORIA

Escoja la mejor respuesta para cada una de las siguientes preguntas.

1. El descubrimiento de América fue en el año:

   1. 1489
   2. 1511
   3. 1490
   4. 1492
   5. 1493

2. El primer viaje oceánico alrededor de la Tierra fue dirigido por:

   1. Colón
   2. Magallanes
   3. Nuñez de Balboa
   4. Vasco de Gama
   5. Marco Polo

3. Después de los Estados Unidos, el primer país de América que obtuvo su independencia fue:

   1. Venezuela
   2. Argentina
   3. Cuba
   4. Chile
   5. Haití

4. El primer gobierno comunista fue establecido en:

   1. China
   2. Rusia
   3. Francia
   4. Yugoslavia
   5. Checoslovaquia

5. El tipo de gobierno que ha sido más común en la América Latina es:

1. la monarquía
2. la federación
3. la democracia parlamentaria
4. la dictadura
5. el socialismo

LECTURA

PASAJE 1

La Universidad de Puerto Rico se fundó en 1903 en Río Piedras, una aldea que hoy forma parte importante de la ciudad de San Juan. La Escuela de Medicina se encuentra en Puerta de Tierra, San Juan; y el Colegio de Agricultura y Artes Mecánicas en Mayagüez. Situada en un bello "campus" de jardines, la Universidad posee un núcleo originario de estilo andaluz, muy semejante a la Exposición Iberoamericana de Sevilla, con una torre inspirada en la Giralda, y otras constucciones muy modernas, como la Biblioteca, El Museo, La Residencia de estudiantes, etc.

La enseñanza en esta universidad es bilingüe, en español y en inglés, pues parte de los profesores son norteamericanos y otros de diferentes nacionalidades. Hay en ella bastantes profesores españoles, el más eminente de los cuales ha sido sin duda don Juan Ramón Jiménez, autor de "Platero y Yo", el célebre poeta galardonado con el Premio Nobel, que falleció en Puerto Rico en 1959.

Zenobia Camprubí, la esposa de Juan Ramón Jiménez, murió un año antes que su marido. En homenaje a ella se fundó en la Universidad una sala que contiene la Biblioteca y muchos muebles y recuerdos del gran poeta español. Los restos de Zenobia y Juan Ramón descansan en el cementerio de Moguer, el pueblo andaluz en que nació el poeta.

Don Pablo Casals ha organizado y dirigido cada año en la Universidad, un importante festival de música.

1. La univerdidad de Puerto Rico se fundó:

A. En el siglo pasado.
B. A principios de este siglo.
C. Hace menos de treinta años.
D. En la ciudad de Ponce.

2. Río Piedras es una antigua aldea de Puerto Rico que está situada:

A. Lejos de cualquier otra ciudad.
B. Junto a San Juan, formando parte de esta ciudad.
C. En España.
D. En una vecindad que desde hace tiempo ha desaparecido.

3. Según se deduce del párrafo anterior...

A. La Escuela de Medicina y el Colegio de Agricultura y Artes Mecánicas, se encuentran en ciudades diferentes.
B. En Puerto Rico no hay Escuela de Medicina.
C. La universidad de Puerto Rico está en Mayagüez.
D. Puerta de Piedra no pertenece a Puerto Rico.

4. ¿Qué puede usted decir sobre el estilo de la Universidad de P.R.?

A. Que absolutamente todas sus edificaciones son de estilo andaluz.
B. Que en ella se halla situada la Giralda.
C. Que aparte de un núcleo originario de estilo andaluz hay otras construciones muy modernas.
D. Que es muy moderna, sin rastro alguno de primitivo núcleo de estilo andaluz.

5. En esta universidad, la enseñanza es bilingüe debido a que...

A. Toda la población sabe los dos idiomas.
B. Parte de los profesores son norteamericanos.
C. Hay muchos profesores.
D. Es más interesante así.

6. ¿Cuál de las siguientes afirmaciones sobre don Juan Ramón Jiménez es falsa?

A. Fue profesor en la Universidad de Puerto Rico.
B. Es el auto de "Platero y Yo".
C. Fue galardonado con el Premio Nobel.
D. Vive actualmente en Puerto Rico.

PASAJE 2

La leche es una suspensión de materias nutritivas en agua que constituye el 86 por 100 del peso total. El otro 14 por 100 de nutritivos sólidos está constituido por azúcar láctea en un 5 por 100, grasas en un 4 por 100, proteínas en cantidad un poco menor a las grasas, y finalmente minerales y vitaminas.

Es evidente que la leche es un alimento natural que combina la mayor parte de los elementos necesarios para la salud y crecimiento del cuerpo. Una cualidad única de la leche es su riqueza en minerales y vitaminas. Grasas, azúcar y proteínas se encuentran en otros alimentos, pero la vitamina A y los minerales son más raros en otros alimentos. También es rica la leche en el grupo de vitaminas B, tan necesarias para la salud. Calcio y fósforo son dos minerales de suma importancia en la leche. Estos minerales son esenciales para el desarrollo normal y la conservación de los dientes y huesos. La leche no sólo es rica en estos componentes de los huesos, calcio y fósforo, sino que los contiene en forma mucho más asimilable que como se encuentran en los vegetales. Con todo, afortunadamente no nos es necesario subsistir sólo con leche. La leche no provee al cuerpo el hierro necesario para evitar la anemia. Tampoco tiene vi-

tamina D, aunque la luz del sol suple esta falta. Los preparados de leche hechos por el hombre tampoco tienen vitamina C antiescorbútica, presente en frutos y vegetales. Las natillas y la mantequilla contienen las grasas de la leche, y el queso contiene protéina sólida más algunas grasas, vitamina A y algunos minerales. También hay otras formas de leche condensada y en polvo. Estas son formas de leche con menos agua o sin ella.

1. El título que mejor expresa la idea central de estos párrafos es:

   A. Historia de la leche.
   B. Orígenes de la leche.
   C. La leche, alimento perfecto.
   D. Valor nutritivo de la leche.
   E. Productos populares de la leche.

2. La leche es su mayor parte es:

   A. Grasas.
   B. Azúcar.
   C. Agua.
   D. Minerales.
   E. Vitaminas.

3. La leche es un alimento importante especialmente porque:

   A. Es baralta.
   B. Es abundante.
   C. Contiene tantas proteínas.
   D. Contiene tantas grasas.
   E. Sus minerales no son fáciles de conseguir.

4. La leche es deficiente en:

   A. Fósforo.
   B. Hierro.
   C. Grasas.
   D. Proteínas.
   E. Vitamina A.

5. Para tener buenos dientes se ha de ingerir cantidad suficiente de:

   A. Calcio.
   B. Hierro.
   C. Proteínas.
   D. Azúcar.
   E. Queso.

6. La luz del sol provee:

   A. Vitamina A.
   B. Vitamina C.
   C. Vitamina D.
   D. Fósforo.
   E. Calcio.

Escoja la mejor repuesta para coda una de las siguientes preguntas.

ALQUILER
Espacio

Locales comerciales en nuevo centro comercial en construcción "Latin American Shopping Center". Aproveche renta especial pre construcción. Locales perfectos para farmacias, mercados, lavandería, restaurante, tiendas de ropa o zapatos, etc.
Llamar al 885-5555

Local esquina en zona comercial. Centro de la ciudad. 500 pies cuadrados. $400 mensuales.
L. A. Realty
884-5454

Local en edificio nuevo. Cerca colegios. Área residencial por calle 24. Comerciantes con experiencia. 694-6784

Se alquila espacio para factoría. Todas facilidades. 2547 W. New York Avenue. 532-7910

Se alquilan locales para tiendas y oficinas. Bolivar Building. 33 E. 72 St. 874-1024

---

1. Ud. desea un local para un librería. ¿A qué telefono llamaría primero?

    1. 885-5555
    2. 884-5454
    3. 694-6784
    4. 532-7910
    5. 874-1024

2. No están terminados los locales de:

    1. Latin American Shopping Center
    2. L. A. Realty
    3. la calle 24
    4. W. New York Avenue
    5. la calle 72

3. El local más indicado para una factoría de vestidos es:

    1. el de L. A. Realty
    2. el que está en el área residencial
    3. el de W. New York Avenue
    4. uno en el Bolivar Building
    5. cualquiera de los locales

4. ¿Cuál de los locales es el más grande?

    1. un local en el Latin American Shopping Center
    2. el del centro de la ciudad
    3. el de la calle 24
    4. en el Bolivar Building
    5. no se sabe

NOMBRE _____ FECHA _____

H.S.E.

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

I - Numeros Enteros

1) $\begin{array}{r} 0 \\ +3 \\ \hline \end{array}$

2) $\begin{array}{r} 3,592 \\ +\ 2,738 \\ \hline \end{array}$

3) $\begin{array}{r} 79,459 \\ 68,417 \\ 75,388 \\ +\ 91,754 \\ \hline \end{array}$

4) $\begin{array}{r} 8 \\ -\ 0 \\ \hline \end{array}$

5) $\begin{array}{r} 10,000 \\ -3,452 \\ \hline \end{array}$

6) $\begin{array}{r} 70,571 \\ -\ 39,782 \\ \hline \end{array}$

7) $\begin{array}{r} 34,267 \\ \times\ 6 \\ \hline \end{array}$

8) $\begin{array}{r} 400 \\ \times\ 5 \\ \hline \end{array}$

9) $\begin{array}{r} 1,728 \\ \times\ 93 \\ \hline \end{array}$

10) $7\overline{)427}$

11) $8\overline{)3,928}$

12) $6\overline{)59,374}$

FRACCIONES

REDUZCA:

13) $\frac{3}{27} =$

14) $\frac{18}{36} =$

15) $\frac{48}{64} =$

16) $\begin{array}{r} \frac{1}{5} \\ +\ \frac{1}{5} \\ \hline \end{array}$

17) $\begin{array}{r} \frac{4}{5} \\ +\ \frac{7}{10} \\ \hline \end{array}$

18) $\begin{array}{r} 2\frac{1}{2} \\ +\ 5\frac{2}{3} \\ \hline \end{array}$

19) $\frac{4}{5}$

$- \frac{1}{5}$

20) $\frac{11}{16}$

$- \frac{5}{16}$

DECIMALES

21) .8
$+ .5$

22) .46
$\pm .7$

23) 2.08
4.07
$+ 1.03$

24) 9.6
$\times 3$

25) 7.5
$\times 2.5$

26) $3 \overline{)\ .72}$

27) $8 \overline{)\ 8.32}$

28) $9 \overline{)\ 1.90}$

29) Calcule el interés de una inversión de $450 en período de 2 años a una razón de interes de 5% _____

30) Busque el promedio de $7.00, $8.00 y $12.00 _____

NOMBRE _____ FECHA _____

PROJECT PARENTS

1 - REDUZCA Ó SIMPLIFIQUE:

(1) $\frac{7}{5} =$

(2) $\frac{28}{15} =$

(3) $\frac{64}{120} =$

(4) $\frac{2}{3} = \frac{\quad}{12}$

(5) $\frac{8}{9} = \frac{\quad}{10}$

(6) $\frac{3}{15} = \frac{\quad}{60}$

(7) $\begin{array}{r} \frac{1}{8} \\ + \frac{5}{25} \\ \hline \end{array}$

(8) $\begin{array}{r} 4 \\ + 2\ \frac{2}{3} \\ \hline \end{array}$

(9) $\begin{array}{r} 4\ \frac{19}{20} \\ + 5\ \frac{21}{25} \\ \hline \end{array}$

(10) $\begin{array}{r} \frac{\quad}{12} \\ - \frac{1}{6} \\ \hline \end{array}$

(11) $\begin{array}{r} \frac{7}{36} \\ - \frac{1}{8} \\ \hline \end{array}$

(12) $\begin{array}{r} 5 \\ - 4\ \frac{1}{4} \\ \hline \end{array}$

(13) $\frac{5}{6} \times \frac{7}{8} =$

(14) $5 \times 3\ \frac{1}{15} =$

(15) $\frac{2}{3} \times 1\ \frac{1}{3} \times \frac{9}{8} =$

(16) $\frac{3}{10} \div 3 =$

(17) $4\frac{4}{5} \div 2\frac{2}{15} =$

(18) $3 \div \frac{1}{2} \times \frac{1}{6} =$

REDONDEE A LA DÉCIMA :

(19) .26 _____

(20) 4.542 _____

CENTÉCIMA:

(21) .633 _____

MILÉSIMA

(22) 8.1586 _____

CENTAVO:

(23) \$3.658 _____

(24) \$5.24 $\frac{3}{4}$ _____

	DÉCIMO	CENTÉCIMO	MILÉSIMO
(25)	2.4925 _____	_____	_____

Continuación

26). 3+ 4.56=

27). 0.0005+ 5=

28). ¿ Cuál es mayor: 1 ó .5345?

29). $10.

\- 3.18

30). $1.2\frac{1}{4} \times .65=$

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1

RCT

MATEMÁTICAS

Examen de práctica

PARENTS:
INVOLVEMENT
131 [illegible] STREET – RM. 510
BROOKLYN, N. Y. 11201

PARTE A

Conteste las 20 preguntas en esta parte. Escriba sus contestaciones en las líneas que se proveen en la Parte A en la hoja separada de contestaciones.

1. Reste 475 de 932.

2. Divida: 73/1971

3. Sume:
$$\begin{array}{r} 582 \\ 49 \\ +475 \\ \hline \end{array}$$

4. Multiplique:
$$\begin{array}{r} 8953 \\ \times\ 46 \\ \hline \end{array}$$

5. En cuatro pruebas de matemáticas Kathy recibió notas de 95, 87, 90 y 92. ¿Cuál fue su nota promedia para las cuatro notas?

6. Encuentre el valor de x:
$5x - 3 = 37$

7. Sume: $2.3 + .74 + 9.39$

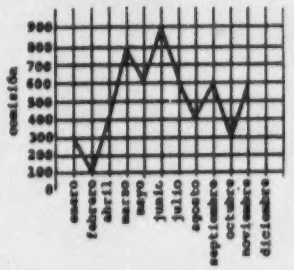
8. Divida: $30.88 \div 8$

9. Multiplique:
$$\begin{array}{r} 9.5 \\ \times\ 7 \\ \hline \end{array}$$

10. Reste:
$$\begin{array}{r} 3.66 \\ .74 \\ \hline \end{array}$$

11. Divida: $-42 \div 6$

12. La grafica de abajo muestra las comisiones mensual de un vendedor de carros. ¿Cuál mes tiene el provecho más grande?



13. Encuentre el valor de x: $\frac{5}{6} = \frac{x}{42}$

14. ¿Cuánto es la suma de +3 y -9?

15. Si hay un impuesto de venta de 8%. ¿cuánto se pagará de impuesto por un artículo que vale $30?

16. ¿Cuanto es $\frac{2}{3}$ de 36?

17. Multiplique: $\frac{3}{4} \times \frac{5}{7}$

18. Las alturas de algunas niñas en su clase se han arreglado de la siguente manera: 60, 62, 64, 65, 67. ¿Cuál es la altura mediana?

19. Divida: $8 \div \frac{1}{3}$

20. ¿Cuánto es 25% de 60?

RCT

MATEMÁTICAS

Examen de práctica

PART A

Conteste las 20 preguntas en esta parte. Escriba sus contestaciones en las líneas que se proveen en la Parte A en la hoja separada de contestaciones.

1. Sume:
$$\begin{array}{r} 425 \\ 36 \\ \underline{907} \end{array}$$

2. Reste:
$$\begin{array}{r} 7253 \\ \underline{468} \end{array}$$

3. Multiplique:
$$\begin{array}{r} 720 \\ \underline{\times 38} \end{array}$$

4. Divida: $24\overline{)10104}$

5. Multiplique: $\frac{2}{3} \times \frac{4}{9}$

6. Multiplique: $(-2) \times 17$

7. Encuentre el valor de x: $\frac{3}{4} = \frac{x}{12}$

8. ¿Cuánto es $\frac{5}{8}$ de 32?

9. ¿Cuánto es 9% de 60?

10. Sume: $19.3 + 6.42$

11. ¿Cuál es la probabilidad de sacar una bolita oscura de la bolsa de abajo?

12. Multiplique:
$$\begin{array}{r} 4.9 \\ \underline{\times .05} \end{array}$$

13. Divida: $8\overline{)16.08}$

14. Encuentre el promedio de 32,26,42, 38 y 37.

15. ¿Cuál es la suma de -3 y -11?

16. Encuentre el valor de x:
$3x + 5 = 17$

17. Escriba el número: dos mil trescientos cuatro.

18. Divida: $10 \div \frac{1}{2}$

19. Hay una reducción de 20% ¿cuánto se ahorra en una compra de $140?

20. Las edades de algunos estudiantes se han arreglado en la manera siguiente: 12, 12, 13, 14, 15. ¿Cuál es la edad mediana?

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

Parent's Name _____ School _____ Month _____ Year _____

Week of _____

PARENT CHECKLIST	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	COMMENTS
1) I helped my child with her/his homework.								
2) I read to my child today.								
3) My child read to me or to another person today.								
4) I did math with my child.								
5) I took my child on a trip to:								
6) I discussed a TV program or a movie with my child.								
7) I put my child to bed at:								
8) I went shopping with my child.								
9) I questioned my child about his/her school day.								
10) I visited my child's teacher.								
11) I attended a school conference.								

APPENDIX C

PROYECTO PADRES: CONCIENCIA; EDUCACION; PARTICIPACION

Nombre de padre _____ Escuela _____ Mes _____ Año _____

Semana de _____

PARA LOS PADRES	lunes	martes	miércoles	jueves	viernes	sabado	domingo	Comentarios
1) Ayudé a mi niños(a) con su tarea.								
2) Leí con mi niño(a) hoy.								
3) Mi niño(a) leyó conmigo o con otra persona hoy.								
4) Ayudé a mi niño(a) con la matemática.								
5) Llevé a mi niño(a) a un paseo a:								
6) Hablé sobre un programá de televisión o una película con mi niño(a).								
7) Acosté a mi niño(a) a las: (escriba la hora).								
8) Salí de compras con mi niño(a).								
9) Le hice preguntas a mi niño(a) acerca de su día en la escuela.								
10) Hablé con el/la maestro(a de mi niño(a).								

APPENDIX D

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR
ANGELO GIMONDO
DEPUTY DIRECTOR
CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
ANGELA R. BAILEY
CENTER DIRECTOR

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

TOPICS FOR PARENT WORKSHOPS

1980-1981

PLEASE SELECT THREE TOPICS IN WHICH YOU WOULD WANT WORKSHOPS.

- 1. New York City Promotional Policy (Promotional Gates).
- 2. Parental Involvement in the Educational Process.
- 3. Parent/Teacher Conferences.
- 4. How to Improve Your Parents Association.
- 5. What is Bilingual Education?
- 6. Parents' Rights: Children in Special Education.
- 7. Following Your Child's Progress in School.
- 8. Parents - Adolescents' Communication.
- 9. Educational Resources in Your Community and in New York City.
- 10. How to Help Your Child in Reading.
- 11. The Effects of Television on Children.
- 12. Parent High School Equivalency Diploma and Adult Education Programs.

Others: _____

_____

_____

_____

131 LIVINGSTON STREET • ROOM 601 • BROOKLYN, NEW YORK 11201 • 596-6845

CENTER FOR STAFF DEVELOPMENT,
SUPPORTIVE & INSTRUCTIONAL SERVICES
131 Livingston Street
Brooklyn, New York 11201

Angela R. Bazley
Center Director

WORKSHOP EVALUATION FORM

TOPIC: _____ DATE: _____

SITE: _____ TIME: _____

PRESENTER(S): _____

Please take a few moments to evaluate the workshop. This information will be used in planning future workshops. Your comments and suggestions will be greatly appreciated.

Please rate the workshop by checking the appropriate box at the right.

	Excellent	Good	Fair	Poor
1. Clarity of the workshop objectives				
2. Organization of the workshop				
3. Usefulness of the information				
4. Time alloted for questions & clarifications				
5. Achievement of the workshop objectives				
6. Overall effectiveness of presentation				

I would recommend this type of workshop to: ___ Paraprofessionals, ___ Teachers, ___ Supervisors, ___ Parents, ___ Community Persons.

I wish the workshop had offered more _____

_____

Additional comments and/or suggestions for future workshop topics _____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION!

PROYECTO PADRES: CONCIENCIA, EDUCACION, PARTICIPACION

Lista De Verificación Para Que Los Padres Evaluen Las Escuelas

Las diez preguntas que siguen destacan algunos de los factores que influyen la buena enseñanza y un aprendizaje eficaz. Una respuesta positiva a todas estas preguntas indican que los estudiantes están aprendiendo a toda capacidad. Una respuesta negativa a cualquier pregunta indica que usted debe interesarse sobre la calidad de la educación que están recibiendo los niños.

	Si	No	
1.	O	O	¿Incluyen los cursos de estudio (currículo) requisitos en todas las asignaturas básicas como inglés (lectura, escritura, literatura y el arte de hablar), matemática, ciencia, historia, gobierno, geografía, idiomas, arte y educación bilingüe?
2.	O	O	¿Se da tarea/asignación regularmente y es ésta calificada?
3.	O	O	¿Están claramente definidas las normas de promoción de grado y de graduación?
4.	O	O	¿Está usted satisfecha/o con el éxito académico existente en la escuela?
5.	O	O	¿Dan los maestros ayuda especial con los problemas académicos y personales?
6.	O	O	¿Ha publicado la escuela afirmaciones con respecto a su expectativa sobre la facultad y los estudiantes?
7.	O	O	¿Son los padres informados acerca de los problemas de disciplina de sus hijos?
8.	O	O	¿Tiene la escuela un manual para padres?
9.	O	O	¿Instruye la escuela a los padres sobre el uso y abuso de los exámenes?
10.	O	O	¿Recibe usted suficiente información de la escuela y de la junta escolar comunal?

Check List for Parents to Evaluate Their Local Schools

These ten questions highlight some of the factors that matter for good teaching and sound learning. A "Yes" answer to all the questions indicates that students are probably learning to capacity. A "No" answer to any one question means that you should be concerned about the quality of your school.

	Yes	No	
1.	O	O	Does the curriculum include requirements in all the basic subjects such as English (including reading, writing, literature, and speech), mathematics, science, history, government, geography, foreign languages, the arts and bilingual education?
2.	O	O	Is homework regularly assigned and checked?
3.	O	O	Are the standards for promotion and graduation clearly defined?
4.	O	O	Are you satisfied with academic achievement in the school?
5.	O	O	Do teachers give special help on academic and personal problems?
6.	O	O	Has the school published statements of expectations for the conduct of staff and students?
7.	O	O	Are parents notified of discipline problems with their children?
8.	O	O	Does the school have a handbook for parents?
9.	O	O	Does the school teach parents about the uses and abuses of standardized testing?
10.	O	O	Do you receive enough information from the school and from the school board?

SOURCE: UNKNOWN

HUNTER-
C.W.POST
BESC
BILINGUAL EDUCATION SERVICE CENTER

CONFERENCIA SOBRE LIDERATO PARA LOS PADRES HISPANOS

3 de mayo de 1981

Auspiciado por el Centro de Servicios a la Educación Bilingüe de Hunter College -C.W.Post conjuntamente con el Negociado de Educación Bilingüe del Departamento de Educación del Estado de Nueva York y la Oficina de Educación Bilingüe de la Junta de Educación de la Ciudad de Nueva York

Materiales desarrollados por el Comité Nacional para la Educación de la Niñez de Maryland

LA CARTA DE DERECHOS DE LOS PADRES

Docientos años después de firmarse la Constitución de los Estados Unidos, los ciudadanos de Filadelfia formularon su propia Carta de Derechos, como padres de los niños en las escuelas.

El documento propone que los padres tendrán el derecho a:

1-...ser tratados con cortesía por parte de todos los miembros del personal escolar.

2-...inspeccionar el expediente acumulativo de su hijo o hija y remover del mismo cualquier información falsa o errónea de acuerdo a las normas que establecen los derechos de los padres y que protegen los derechos de los maestros.

3-...visitar las escuelas y las clases, luego de informar al principal sobre la visita de acuerdo a las normas que establecen los derechos de los padres y que protegen los derechos de los maestros.

4-...recibir información acerca de los requisitos académicos de cualquier programa escolar.

5-...recibir información acerca de las normas escolares y las decisiones administrativas.

6-...recibir información acerca de los procedimientos aprobados para lograr cambios en las normas escolares y para apelar decisiones administrativas.

7-...recibir información acerca de todos los programas de educación especial.

8-...apelar la decisión escolar de asignar a su niño o niña a un programa especial, de acuerdo a las normas escolares.

9-...que se haga todo lo posible por parte del personal escolar para asegurarse de que los padres reciban todos los anuncios importantes y mensajes que vengan de la escuela.

10-...participar en las conferencias importantes entre padres y maestros para discutir el bienestar y progreso de su niño o niña

11-...protección razonable para su niño o niña contra daño físico mientras esté bajo la autoridad escolar.

12-...organizar y participar en las organizaciones exclusivas para padres.

13-...recibir ayuda de parte del personal escolar para mejorar y adelantar el progreso de su niño o niña, lo cual incluye, pero no está limitado a, servicios de asesoramiento, servicios tutoriales y programas de remediación, y también información sobre servicios académicos y sociológicos dentro y fuera del distrito escolar.

14-...un programa basado en un día escolar completo para sus hijos de acuerdo al número de horas y días establecidos por ley.

15-...participar en el planeamiento y la programación cuando sean necesarios los cambios.

16-...recibir información acerca de los procedimientos, la información y los datos pertinentes necesarios para seleccionar debidamente y emplear administradores, principales, maestros y demás personal escolar.

17-...recibir información acerca de los servicios que se ofrecen y tener acceso a la información que permite a los administradores y principales a llevar a cabo sus oficios, poderes y obligaciones.

18-...ayudar a entrevistar candidatos/as, y participar en el proceso de seleccionar principales.

19-...participar en la evaluación de la facultad de acuerdo a las normas establecidas y aprobadas por la Junta Escolar, tomando en consideración que la responsabilidad de la evaluación final esta en manos del principal.

20-...ser respetados como individuos, sin importar raza, religión, origen nacional, posición ecónomica, sexo o edad.

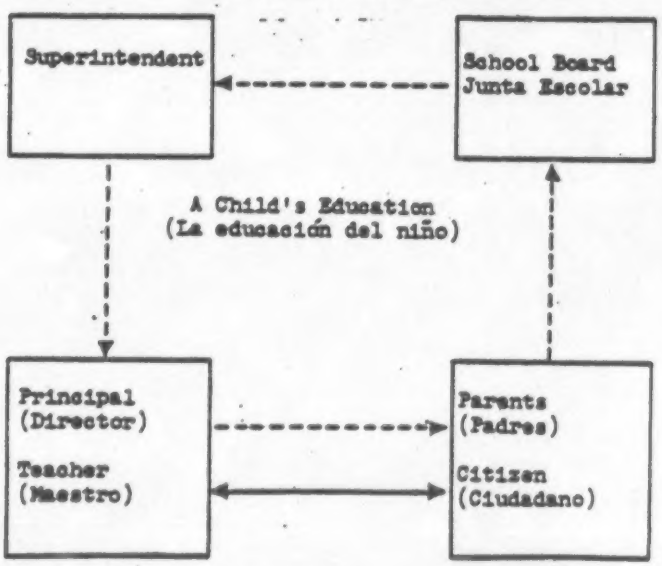
21-...iniciar procedimientos legales respecto a quejas, con el derecho de apelación en corte.

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM.

LOS PADRES TIENEN UN LUGAR MUY DEFINIDO DENTRO DEL SISTEMA BUROCRÁTICO EDUCATIVO. LAS ESCUELAS OFRECEN SERVICIOS BASADOS EN REGLAMENTOS O LEYES MUNICIPALES, ESTATALES Y FEDERALES. LA BUROCRACIA ES UN COMPONENTE MUY IMPORTANTE EN UNA DEMOCRACIA.

LOS PADRES COMO PAGADORES DE IMPUESTOS:	LOS PADRES PAGAN POR LOS SERVICIOS EDUCATIVOS QUE RECIBEN LOS NIÑOS.
LOS PADRES COMO VOTANTES:	LOS PADRES ELIGEN JUNTAS ESCOLARES LAS CUALES DESARROLLAN PRÁCTICAS EDUCACIONALES QUE SON IMPLEMENTADAS POR LOS SUPERINTENDENTES ESCOLARES, ADMINISTRADAS Y ENFORZADAS POR LOS DIRECTORES DE ESCUELAS Y PUESTAS EN PRÁCTICA POR LOS MAESTROS.
LOS PADRES COMO CIUDADANOS:	LOS PADRES PUEDEN CABILDEAR UNA JUNTA ESCOLAR PARA CAMBIAR REGLAMENTOS EXISTENTES O CREAR NUEVOS REGLAMENTOS.
LOS PADRES COMO CLIENTES:	YA SEA COMO INDIVIDUOS O EN GRUPOS COMO MIEMBROS DE CONCILIOS CONSEJEROS, LOS PADRES PUEDEN PARTICIPAR EN LA CREACIÓN DE REGLAMENTOS Y TAMBIÉN ASEGURARSE DE QUE LOS REGLAMENTOS EXISTENTES SON LLEVADOS A CABO.

RELACIÓN ENTRE LOS PADRES Y EL SISTEMA EDUCATIVO.



ES IMPORTANTE Y NECESARIO REFLECCIONAR Y CONSIDERAR QUE TIPO DE PARTICIPACIÓN ES DESEADA Y QUE PASOS PUEDEN HACER UNA REALIDAD ESTA PARTICIPACIÓN.

(IT IS HELPFUL AND NECESSARY TO STOP AND CONSIDER WHAT KIND OF INVOLVEMENT IS DESIRED AND WHAT STEPS CAN BRING IT ABOUT.)

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PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

ORGANIZACIONES EXISTENTES EN UNA ESCUELA

1. ASOCIACIÓN DE PADRES (P.A.)

2. ASOCIACIÓN DE PADRES Y MAESTROS (P.T.A.)

3. COMITÉS: DE NUTRICIÓN
DE AYUDA
DE BIBLIOTECA
DE SELECCIÓN DE TEXTOS, ETC.

ORGANIZACIONES EXISTENTES EN LA ESCUELA O DISTRITO ESCOLAR

1. CONCILIO CONSEJERO DE PADRES (PAC) DE PROGRAMAS FEDERALES:

TÍTULO I (PARTE DE LA LEY DE EDUCACIÓN ELEMENTAL Y SECUNDARIA DE 1965)	EXTIENDE Y MEJORA LOS PROGRAMAS EDUCACIONALES PARA NIÑOS CON NECESIDADES EDUCATIVAS ESPECIALES QUE PROVIENEN DE FAMILIAS POBRES.
TÍTULO VII (LEY DE EDUCACIÓN BILINGÜE DE 1968 Y PARTE DE LA LEY DE EDUCACIÓN ELEMENTAL Y SECUNDARIA)	LOS NIÑOS QUE VIENEN DE HOGARES EN DONDE SE HABLA UN IDIOMA QUE NO SEA EL INGLÉS, TIENEN DERECHO A UNA EDUCACIÓN EN EL IDIOMA QUE PUEDAN ENTENDE

SE LE REQUIERE A CADA ESCUELA O DISTRITO QUE RECIBA FONDOS FEDERALES BAJO EL TÍTULO I Y EL TÍTULO VII QUE ESTABLEZCA UN COMITÉ O CONCILIO CONSEJERO DE PADRES PARA ASISTIR EN LA PLANIFICACIÓN, IMPLEMENTACIÓN Y EVALUACIÓN DE ESTOS PROGRAMAS.

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

PARTICIPACIÓN DE LOS PADRES/PARENTAL PARTICIPATION

ESTUDIO LLEVADO A CABO POR LA SYSTEM DEVELOPMENT CORPORATION DE SANTA MONICA, CALIFORNIA, SOBRE LA PARTICIPACIÓN DE PADRES EN CUATRO PROGRAMAS FEDERALES DE EDUCACIÓN, ENTRE LOS AÑOS 1979 A 1981 Y SUBSIDIADO POR EL DEPARTAMENTO DE EDUCACIÓN DE LOS ESTADOS UNIDOS.

RESULTADOS:

PROGRAMA/PROGRAM	POR CIENTO DE PARTICIPACIÓN DE LOS PADRES/PERCENTAGE OF PARENTAL PARTICIPATION
1. FOLLOW THROUGH	92%
2. TÍTULO VII - LEY DE EDUCACIÓN BILINGÜE	83%
3. TÍTULO VI - DE LA LEY DE EDUCACIÓN ELEMENTAL Y SECUNDARIA	78%
4. TÍTULO I - DE LA LEY DE EDUCACIÓN ELEMENTAL Y SECUNDARIA	62%

RECOMENDACIONES DE LA SYSTEM DEVELOPMENT CORPORATION:

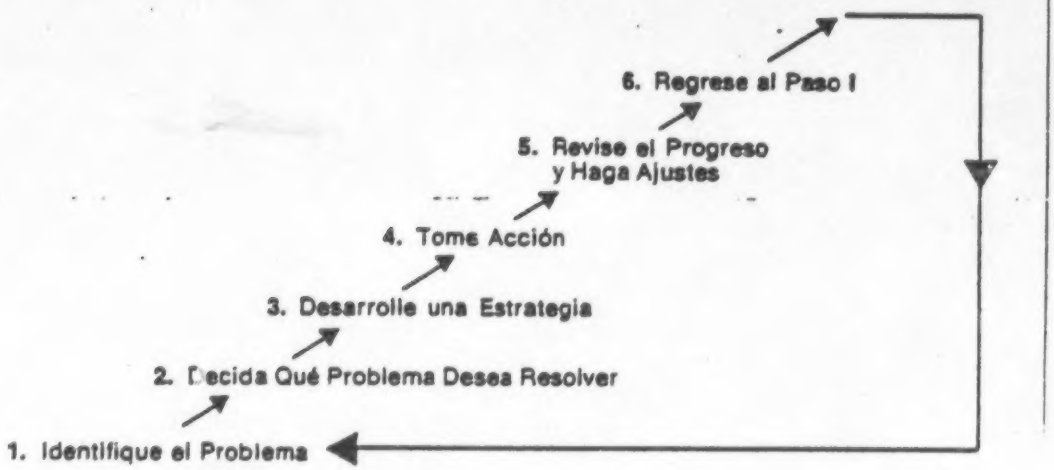
1. LA LEGISLATURA Y LAS REGULACIONES DE ESTOS PROGRAMAS DEBEN HACER HINCAPIÉ EN LA PARTICIPACIÓN DE LOS PADRES.
2. LAS REGULACIONES QUE RIGEN ESTOS PROGRAMAS DEBEN SER MÁS ESPECÍFICAS RESPECTO A CUAL ES LA FORMA DE PARTICIPACIÓN MAS DESEADA Y A LA VEZ DEBEN PROVEER ALGÚN ESTÍMULO PARA LA FORMA DE PARTICIPACIÓN DESEADA.
3. SE DEBEN PROVEER FONDOS ADECUADOS PARA ACTIVIDADES ESPECÍFICAS.
4. SE DEBE PROVEER UN CONTROL DE LAS ACTIVIDADES ESPECÍFICAS.

TOMADO DE: Citizen Action in Education
Institute for Responsive Education
Vol. 8, No. 1, April 1981.

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

SEIS PASOS PARA OBTENER RESULTADOS CUANDO LOS PADRES DESEAN INFLUENCIAR LAS DECISIONES DE LA ESCUELA.

Seis Pasos Para Obtener Resultados


6. Regrese al Paso I
5. Revise el Progreso y Haga Ajustes
4. Tome Acción
3. Desarrolle una Estrategia
2. Decida Qué Problema Desea Resolver
1. Identifique el Problema

Tomado de: Trabajando con su escuela. Manual de los Comités Consejeros de Texas y de Nuevo México preparado para la Comisión de Derechos Civiles de los Estados Unidos.

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

PUNTOS QUE LOS PADRES Y MADRES LIDERES DEBEN RECORDAR Y CONSIDERAR CUANDO DESEAN INFLUENCIAR LAS DECISIONES DE LA ESCUELA

COSAS QUE DEBE RECORDAR

En este capítulo hemos cubierto muchos puntos y ahora nos gustaría revisar algunos de ellos con usted.

1. Haga la tarea que le corresponde en su hogar
   - ¿Con quiénes está usted trabajando?
   - ¿Cuál es su autoridad?
   - ¿Cuál es su historial de clasificaciones por habilidades?
   - ¿Quiénes son sus aminados y quiénes los apoyan?
   - ¿Qué los motiva?
   - ¿Cuáles son los hechos?
   - ¿Cuáles son los antecedentes del problema?
   - ¿Qué impacto tendrán sus recomendaciones?
   - ¿De cuánto tiempo dispone usted?
   - ¿Cuándo es el mejor momento para actuar?
   - ¿Quiénes lo apoyan a usted ahora?
   - ¿Quiénes se oponen a usted y por qué?
   - ¿Quiénes le brindarían su apoyo si usted les diera atención especial?
   - ¿Quiénes se opondrían a usted bajo ciertas circunstancias?
   - ¿Quiénes pueden hacer las decisiones que usted desea?
   - ¿Qué otros problemas o asuntos podrían surgir como consecuencia de sus esfuerzos?
   - ¿Qué haría usted si sus primeros esfuerzos fracasaran?
   - ¿Cuáles son los asuntos legales?
   - ¿Por qué está usted dispuesto a aceptar si no puede conseguir todo lo que desea?
   - ¿Cuáles son sus puntos débiles y los fuertes?
   - ¿Qué desea usted realizar (objetivos)?
   - ¿Qué piensa usted hacer primero (prioridades)?
2. Comuníquese
   - Asegúrese de que todos en su grupo saben lo que está sucediendo.
   - Asegúrese de que los oficiales escolares entienden el fin que usted persigue.
   - Establezca un sistema para comunicarse con la gente dentro de poco tiempo.
3. Desarrolle una estrategia
   - Planee lo que vaya a hacer.
   - Estudie diferentes maneras de hacer las cosas.
   - Decídase a hacer una de esas formas.
   - Tenga un plan alternativo a mano, por si la estrategia escogida no trabaja.
   - Si usted cambia su estrategia, asegúrese de que todos los que están con usted conocen el cambio y lo entienden.
   - Sea flexible cuando sea posible, firme cuando sea necesario.
   - Identifique los puntos de presión—¿en dónde puede aplicar presión para conseguir una respuesta sin gastar mucha energía, recursos y tiempo?
4. Haga las cosas con entusiasmo y haga lo más que pueda
   - Usted deberá querer hacer cosas y no ser un participante sin empeño.
   - A menos que usted no haga lo más que pueda, no puede pedirles con toda honestidad a los oficiales escolares que hagan lo más que puedan.
   - Tenga paciencia; a veces es mejor esperar por los resultados.
   - Asegúrese de que los detalles han sido atendidos; no piense que otra persona se va a encargar de ellos.
5. Responda a la gente con quien trata
   - La mayor parte de las personas creen honestamente que tienen razón, aún aquellos que no están de acuerdo con usted.
   - Escuche lo que otros tengan que decir; puede que le den una solución.
   - Considere ofrecer a los oponentes honestos una salida o una oportunidad para "salvar las apariencias".
6. Continúe el esfuerzo total
   - Prepare informes del progreso hecho.
   - Celebre conferencias para revisar los resultados.
   - Envíe cartas confirmando acuerdos, haciendo preguntas adicionales y dando las gracias a individuos por su cooperación.

Tomado de: Trabajando con su escuela. Manual de los Comités Consejeros de Texas y de Nuevo México preparado para la Comisión de Derechos Civiles de los Estados Unidos.

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HISPANIC PARENTS LEADERSHIP CONFERENCE — MAY 3RD, 1981

Sponsored by the Hunter -C. W. Post Bilingual Education Service Center, in conjunction with
The New York State Education Department, Bureau of Bilingual Education; and the New York City Board of Education, Office of Bilingual Education

Materials presented by Alice Cardona, of Hispanic-American Career Education Resources (HACER),
in the workshop entitled "Organizing Parents in Your School"

METAS GOALS	DE ORGANIZACION ORGANIZATIONAL	GRUPOS CONSTITUENCIES	TACTICAS TACTICS	TAREAS TASKS

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

LISTA DE RECURSOS/LIST OF RESOURCES

- United Parents Associations of New York City, Inc.
  95 Madison Avenue
  New York, New York 10016
  685-3563

- Citizens Committee for New York City, Inc.
  3 West 29th Street - 6th Floor
  New York, New York 10001
  578-4747

- New York City Public Schools
  Coordinator of Parent Information
  110 Livingston Street - Room 608
  Brooklyn, New York 11201
  596-8993

- Project Parents: Awareness, Education, Involvement Program
  131 Livingston Street - Room 510
  Brooklyn, New York 11201
  596-8944,5

- Institute for Responsive Education
  704 Commonwealth Avenue
  Boston, Massachusetts 02115

FOLLETOS/PAMPHLETS

- Parents Organizing to Improve Schools (1976)
  (Los padres se organizan para mejorar las escuelas)

- Fund Raising by Parent/Citizen Groups (1976)
  (Recaudación de fondos por grupos de padres y ciudadanos)

Ambos disponibles a traves de:
Both available from:

National Committee for Citizens in Education
410 Wilde Lake Village Green
Columbia, Maryland 21044

Precio/Price - $2.50 cada uno/each.

NEW YORK CITY
PARENT ADVISORY COUNCIL ON BILINGUAL EDUCATION

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GUYLIENE REMPEL
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PEDRO VARGAS
P.S. 5 Bronx

March 11, 1982

Honorable Frank Macchiarola
Chancellor
N.Y.C. Board of Education
110 Livingston Street, Brooklyn, N.Y. 11201

Dear Honorable Macchiarola:

In recent meetings, city and statewide conferences which we have attended, many references have been made regarding the need for children in public schools to learn foreign languages. This issue has also been discussed in relation to global education.

As parents of children speaking other languages, and concerned with our children continuing their bilinguality in bilingual education programs, we wish to make the following recommendations:

1. That our children's native language be respected and enhanced equally as that of their English speaking monolingual peers.

2. That bilingual teachers be employed as teachers of English monolingual students to teach them other languages.

3. That the word "foreign" not be used as a term because the connotation is one of alien, different and not of this nation. In New York City, 400,000 school children speak a language other than English in their homes. These large numbers of children should not be classified as "foreign" since many of them were born in the United States.

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4. "Foreign" language instruction at all levels should be a part of bilingual education so that teachers, parents and children can teach and learn from each other. We feel that our children's ability to speak, read and write their native language and English through instruction in bilingual education, can serve as a valuable model for all children learning other languages.

Since this is such a timely topic now, we would very much like a meeting with you and Dr. Minter to discuss this matter further.

Yours truly,

Carmen Millán - 678-2787 - Lori 662-5642
Ruth Pauz 435-4999 or 492-5242
Cathy Gelinder 585-5742
Cecli Carpas - 893-5886
Maria Ayala 865 5546.
Maria Gonzalez 582-0694
Miriam Rivas - 260-8836
Judith Lagan - 942-6577
Raquel Feliciano
Lourdes Charles 6994036

cc: Members, N.Y.C. Board of Education
Dr. Thomas Minter
Ms. Awilda Orta
Ms. Nicky Heller - U.P.A.
N.Y.C. Bilingual Parents Advisory Council
N.Y.S. Advisory Council on Bilingual Education
National Advisory Council on Bilingual Education

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
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CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM
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Parent Questionnaire

1981-1982

What aspect of the program was most helpful to you?
¿Que aspecto del programa le ha ofrecido más ayuda a usted?

_____

_____

_____

What aspect of the program was most beneficial to your children?
¿Que aspecto del programa le ha ofrecido mas ayuda a sus hijos?

_____

_____

_____

What aspect of the program was least helpful?
¿Que aspecto del program le ha ofrecido menos ayuda?

_____

_____

_____

How can we make the program better next year?
¿Como podemos mejorar el programa el año que viene?

_____

_____

_____

Other comments:

Otros comentarios.

District
Distrito _____

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NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM
CLARA LLUBERES OSTROWSKI
PROJECT DIRECTOR

July 9, 1982

Dear Parents,

Our end-of-year report to the Washington program officers should include certain information which we need from you. We are asking you for the following information.

1. Your opinion on the effectiveness of the project for you and your children. -

2. Awards which your children have received during or at the end of the 1981-82 school year.

Please complete the attached questionnaire and return it to the office in the enclosed stamped, addressed envelope.

Thank you very much for your cooperation and assistance in this important part of our report for the Project Parents: Awareness, Education Involvement Program.

We wish you and your families a happy, restful summer and we remind you to encourage your children to read for pleasure during their vacation.

For more information, please call the office 858-9733.

Sincerely,

Clara Lluberes Ostrowski

Clara Lluberes Ostrowski
Project Director

CLO:em

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AWILDA ORTA
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SUPPORTIVE AND INSTRUCTIONAL SERVICES

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

CLARA LLUBERES OSTROWSKI
PROJECT DIRECTOR

Mail to: Project Parents Program
Enviar a: 131 Livingston Street - Room 510
Brooklyn N.Y. 11201

Parent's Name
Nombre de padre/madre _____ School
escuela _____

Child's Name
nombre de niño/niña _____ grade/class
grado/clase _____

Name of Prize/Award
nombre del premio _____

Date of Award
Fecha del premio _____

Check prize received:
marque el premio recibido: certificate
certificádo _____ plaque
placa _____

Trophy
trofeo _____ Medal/Pin
medalla _____ Check/cash
cheque/dinero _____

Thank you for your cooperation.
Gracias por su cooperación

Please, return questionnaire in enclosed stamped envelope
Favor, devolver el cuestionario en el sobre sellado.

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